

Teacher's Scoring Guide



Grade 3
English/Language Arts
and Mathematics

Fall 2008

Indiana Statewide Testing for Educational Progress



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INTRODUCTION

During the fall of 2008, Indiana students in Grades 3 through 8 and Grade 10 participated in the administration of *ISTEP+*. The test for *ISTEP+* Fall 2008 consisted of a multiple-choice section and an applied skills section. For Grade 3, the multiple-choice section was machine-scored, while the applied skills section, which consisted of a writing prompt for English/Language Arts and open-ended questions for Mathematics, was hand-scored.

Test results for both the multiple-choice and applied skills sections as well as images of the applied skills student responses will be available online in late November 2008. *ISTEP+* Student Labels and Student Reports will be sent to the schools in early December 2008. It is the expectation of the Indiana Department of Education that schools will take this opportunity to invite students and parents to sit down with teachers to discuss the results. To support this endeavor, the Indiana Department of Education has prepared the following *Teacher's Scoring Guide*. The purpose of this guide is to help teachers to:

- understand the methods used to score the *ISTEP+* Fall 2008 applied skills section, and
- discuss and interpret these results with students and parents.

In order to use this guide effectively, you will also need the Student Report and a copy of the student's applied skills responses.

The scoring guide for Grade 3 contains a section for English/Language Arts and a section for Mathematics. In each section, you will find:

- an introduction,
- a list of the Grade 2 Indiana Academic Standards for either English/Language Arts or Mathematics,*
- rubrics (scoring rules) used to score the open-ended questions and the writing prompt,
- anchor papers that are actual examples of student work (transcribed in this guide for clarity and ease of reading), and
- descriptions of the ways in which the response meets the rubric criteria for each of the score points.

When you review the contents of the scoring guide, keep in mind that this guide is an overview. If you have questions, write via e-mail (istep@doe.in.gov) or call the Indiana Department of Education at (317) 232-9050.

* Because *ISTEP+* is administered early in the fall, the Grade 3 test is based on the academic standards through Grade 2.

INTRODUCTION TO THE ENGLISH/LANGUAGE ARTS WRITING ASSESSMENT

The ability to write clearly and effectively is more important today than ever. By asking students to write, educators send a clear message to students that the ability to organize one's thoughts clearly and logically and to use standard language (grammar) conventions is valuable. This is why the Indiana Department of Education developed a writing assessment for *ISTEP+*. The purpose of the writing task is to assess students' abilities to (1) communicate effectively in writing and (2) use correct language conventions (e.g., grammar, spelling, punctuation, and capitalization).

The writing assessment developed for *ISTEP+* is based on the recognition that writing is a process. For this reason, the writing tasks are closely aligned with the writing process.

Students

- **are given a writing prompt.**
The prompt describes what the students should write about. For example, in Grade 3 the students were asked to write a story about a place they would like to visit.
- **engage in pre-writing and drafting.**
Pre-writing and drafting are planning phases. During these phases, students begin to organize and get their ideas on paper. The pre-writing and initial drafts are not scored.
- **revise their writing.**
During the revision stage, students focus on the content, organization of ideas, and overall meaning of the writing. Students should ask themselves, "Does my writing say what I want it to say?"
- **edit their writing.**
The focus during the editing phase is on the correct use of grammar, spelling, punctuation, and capitalization. An Editing Checklist is provided in the test book to remind students to review their papers for these elements.
- **complete a revised and edited draft.**
The revised and edited draft is the completed student response. **Only this revised and edited draft is scored.**

Although a standardized testing situation does not permit full implementation of the writing process (e.g., peer/teacher conferencing or multiple revisions), the process described above encourages students to use the skills learned in the classroom to communicate their ideas effectively. **The Indiana Department of Education encourages teachers to familiarize students with the writing process and the rubrics used to score their writing.**

RUBRICS FOR THE WRITING ASSESSMENT

A rubric is a description of student performance that clearly articulates the requirements for each of the score points. Scoring rubrics are essential because they ensure that all papers are scored objectively. Moreover, because the writing rubrics were developed by Indiana teachers, they represent those characteristics of writing that Indiana educators identify as important.

There are two types of rubrics used to score student writing on *ISTEP+*.

- **Writing Applications Rubric**

This rubric assesses the students' ability to communicate their ideas effectively. The Grades 3–5 Writing Applications Rubric has three major categories: (1) Ideas and Content, (2) Organization, and (3) Style. Under each major category there are specific criteria that describe the category more fully. For a detailed description of the categories and the scoring criteria for each of the six performance levels, see the Writing Applications Rubric on pages 10 through 15.

- **Language Conventions Rubric**

This rubric assesses students' abilities to use grammar, spelling, punctuation, and capitalization. The Grades 3–5 Language Conventions Rubric is directly linked to the Editing Checklist in students' test books. For a description of the Language Conventions Rubric, see page 16.

In conjunction with the writing rubrics, anchor papers are used to score student writing. **Anchor papers are examples of actual student responses that meet the rubric criteria for a particular score point.** Anchor papers for Writing Applications and Language Conventions are shown on pages 21 through 29. These anchor papers have been transcribed for publication to make them clearer and easier to read.

Based on the rubrics and the anchor papers, each student paper receives two scores, one for Writing Applications and one for Language Conventions. Both of these scores are derived holistically. In holistic scoring, each paper is assigned the score points that provide the **best overall description of the performance**. In this scoring process, evaluators examine each response as a whole for the body of evidence of writing ability, rather than concentrating on any single factor, such as length of the essay or the number of errors contained in the writing.

Each score point covers a range of performance. The anchor papers presented in this guide represent the types of responses most commonly found at each score point level. These anchor papers also represent the most typical combinations of Writing Applications and Language Conventions scores (e.g., 6/4, 5/4, 4/4, 3/3, 2/2, 1/1). Other combinations of scores, though not as common, are also possible.

RUBRICS FOR THE WRITING ASSESSMENT (cont.)

If a response is unscorable, it is assigned one of the following condition codes:

- A Blank/No response/Refusal
- B Illegible
- C Written predominantly in a language other than English
- D Insufficient response/Copied from text
- E Response not related to test question or scoring rule

In addition to their function as a scoring device, rubrics are an effective instructional tool. We encourage teachers to use rubrics as a regular part of classroom instruction. Teachers may discuss the rubric categories, provide examples of the strategy/skill from published and student writing, model the strategy/skill that supports each category, and use the rubrics as a basis for teacher/peer/self evaluations. These activities will support student growth and allow students to enter the testing situation with confidence.

SCORING NOTE FOR LANGUAGE CONVENTIONS

In the writing prompt, students are not penalized more than once for a given error (e.g., a capitalization or punctuation error associated with a run-on sentence or sentence fragment).

ENGLISH/LANGUAGE ARTS GRADE 2 INDIANA ACADEMIC STANDARDS

☐ **READING: Word Recognition, Fluency, and Vocabulary Development**

Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.

☐ **READING: Comprehension and Analysis of Nonfiction and Informational Text**

Students read and understand grade-level-appropriate material. The selections in the **Indiana Reading List** (www.doe.in.gov/standards/readinglist.html) illustrate the quality and complexity of the materials to be read by students. At Grade 2, in addition to regular classroom reading, students read a variety of nonfiction, such as books in many different subject areas, children's magazines and periodicals, dictionaries, and other reference or technical materials.

☐ **READING: Comprehension and Analysis of Literary Text**

Students read and respond to a wide variety of significant works of children's literature. The selections in the **Indiana Reading List** (www.doe.in.gov/standards/readinglist.html) illustrate the quality and complexity of the materials to be read by students. At Grade 2, students read a wide variety of fiction, such as classic and contemporary stories, poems, folktales, songs, plays, and other genres.

☐ **WRITING: Processes and Features**

Students write clear sentences and paragraphs that develop a central idea. Students progress through the stages of the writing process, including prewriting, drafting, revising, and editing multiple drafts.

☐ **WRITING: Applications**

Students are introduced to letter writing. Students continue to write compositions that describe and explain familiar objects, events, and experiences. Students continue to write simple rhymes and poems. Student writing demonstrates a command of Standard English and the drafting, research, and organizational strategies outlined in Standard 4—WRITING: Processes and Features. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.

☐ **WRITING: English Language Conventions**

Students write using Standard English conventions appropriate to this grade level.

☐ **LISTENING AND SPEAKING: Skills, Strategies, and Applications**

Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation (raising and lowering voice). Students deliver brief oral presentations about familiar experiences or interests that are organized around a point of view or thesis statement (a statement of topic). Students use the same Standard English conventions for oral speech that they use in their writing.

(Because this standard does not lend itself to a paper-and-pencil test, it is not currently assessed by ISTEP+.)

NOTE: This page provides an overview of the Indiana Academic Standards. The IDOE Web site at www.doe.in.gov contains a complete version of the Indiana Academic Standards, which may be downloaded.

WRITING APPLICATIONS OVERVIEW

Grades 3–5

Overview of the Writing Applications Rubric

This rubric summarizes the scoring requirements for each of the six performance levels. To determine the criteria for a specific score point, read across the rows.

For more detailed information about each of the score points, refer to the Writing Applications Rubric on pages 10 through 15. For information about the Language Conventions Rubric, turn to page 16.

Score Level	Ideas and Content
	Does the writing sample
6	<ul style="list-style-type: none"> • stay fully focused? • include thorough and complete ideas?
5	<ul style="list-style-type: none"> • stay focused? • include many relevant ideas?
4	<ul style="list-style-type: none"> • stay mostly focused? • include some relevant ideas?
3	<ul style="list-style-type: none"> • stay somewhat focused? • include some relevant ideas?
2	<ul style="list-style-type: none"> • exhibit less than minimal focus? • include few relevant ideas?
1	<ul style="list-style-type: none"> • have little or no focus? • include almost no relevant ideas?

Chart continues on page 9.

WRITING APPLICATIONS OVERVIEW

Grades 3–5

Chart continued from page 8.

Score Level	Organization	Style
	Does the writing sample	Does the writing sample
6	<ul style="list-style-type: none"> • have clear order? 	<ul style="list-style-type: none"> • exhibit exceptional word usage? • exhibit writing that is fluent and easy to read? • display a strong sense of audience?
5	<ul style="list-style-type: none"> • have clear order? 	<ul style="list-style-type: none"> • exhibit more than adequate word usage? • exhibit writing that is fluent and easy to read? • display a sense of audience?
4	<ul style="list-style-type: none"> • have order? 	<ul style="list-style-type: none"> • exhibit adequate word usage? • exhibit writing that is readable? • display some sense of audience?
3	<ul style="list-style-type: none"> • have some order? 	<ul style="list-style-type: none"> • exhibit minimal word usage? • exhibit writing that is mostly readable? • display little sense of audience?
2	<ul style="list-style-type: none"> • have little order? 	<ul style="list-style-type: none"> • exhibit less than minimal word usage? • exhibit writing that is hard to read? • display little sense of audience?
1	<ul style="list-style-type: none"> • have little or no order? 	<ul style="list-style-type: none"> • exhibit less than minimal word usage? • exhibit writing that is hard to read? • display little or no sense of audience?

NOTE: The chart on pages 8–9 is only a brief summary of the score points. It is not appropriate to use this summary as the sole tool in scoring student papers. The more in-depth Writing Applications Rubric is used for the actual scoring of *ISTEP+* student papers and may be found on pages 10 through 15.

Writing Applications Rubric Grades 3–5

SCORE POINT 6	
A Score Point 6 paper is rare. It fully accomplishes the task and has a distinctive quality that sets it apart as an outstanding performance.	
Ideas and Content	
<p>Does the writing stay fully focused? Does it</p> <ul style="list-style-type: none"> • stay on the topic? • avoid rambling and/or repeating information? <p>Does the writing sample include thorough and complete ideas? Does it</p> <ul style="list-style-type: none"> • include in-depth information and supporting details? • fully explore many facets of the topic? 	
Organization	
<p>Does the writing have clear order? Does it</p> <ul style="list-style-type: none"> • follow a clear sequence with a beginning, a middle, and an end? • have a logical progression of main ideas and support? 	
Style	
<p>Does the writing sample exhibit exceptional word usage? Does it</p> <ul style="list-style-type: none"> • include dynamic words and provide rich details, strong verbs, and/or vivid descriptions? • demonstrate control of a challenging vocabulary? <p>Is the writing fluent and easy to read? Does it</p> <ul style="list-style-type: none"> • sound natural? • include varied sentence patterns? (Writing may include complex sentence patterns.) <p>Does the writing sample display a strong sense of audience? Does it</p> <ul style="list-style-type: none"> • have a unique perspective? It may be original, lively, authoritative, and/or interesting (i.e., have a clear voice). 	

NOTE: These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 3–5.

Writing Applications Rubric Grades 3–5

SCORE POINT 5	
A Score Point 5 paper represents a solid performance. It fully accomplishes the task, but lacks the overall level of sophistication and consistency of a Score Point 6 paper.	
Ideas and Content	
<p>Does the writing stay focused? Does it</p> <ul style="list-style-type: none"> • stay on the topic? • very seldom ramble and/or repeat information? <p>Does the writing sample include many relevant ideas? Does it</p> <ul style="list-style-type: none"> • provide some in-depth information? • provide supporting details? • explore many facets of the topic? 	
Organization	
<p>Does the writing have clear order? Does it</p> <ul style="list-style-type: none"> • follow a clear sequence with a beginning, a middle, and an end? • have a logical progression of main ideas and support? 	
Style	
<p>Does the writing sample exhibit more than adequate word usage? Does it</p> <ul style="list-style-type: none"> • include dynamic words and use vivid or challenging words? <p>Is the writing fluent and easy to read? Does it</p> <ul style="list-style-type: none"> • sound natural? • include varied sentence patterns? (Writing may include complex sentences.) <p>Does the writing sample display a sense of audience?</p> <ul style="list-style-type: none"> • Writing may have a unique perspective. It may be original, lively, authoritative, and/or interesting (i.e., have voice). 	

NOTE: These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 3–5.

Writing Applications Rubric Grades 3–5

SCORE POINT 4
<p>A Score Point 4 paper represents a good performance. It accomplishes the task, but generally needs to exhibit more development, better organization, or a more sophisticated writing style to receive a higher score.</p>
<p>Ideas and Content</p> <p>Does the writing stay mostly focused?</p> <ul style="list-style-type: none"> Does it mostly stay on the topic? (Writing may include minor tangents.) Writing may include some rambling and/or repetition. <p>Does the writing sample include some relevant ideas and information?</p> <ul style="list-style-type: none"> Does it present related information? Writing may not fully develop details; it may list ideas with some detail.
<p>Organization</p> <p>Does the writing have order? Does it</p> <ul style="list-style-type: none"> follow a sequence, but possibly show a lapse (e.g., may start out with a clear beginning, but wander; may be missing a beginning, but have a conclusion)? have a logical progression of main ideas and support? (Writing may have lapses.)
<p>Style</p> <p>Does the writing sample exhibit adequate word usage? Does it</p> <ul style="list-style-type: none"> include mostly ordinary/common words (although some vivid or challenging words may be used)? <p>Is the writing readable? Does it</p> <ul style="list-style-type: none"> flow naturally most of the time (although it may be choppy or repetitive or may have run-on sentences/fragments in spots)? generally lack varied sentence patterns (although it may include some complex sentences)? <p>Does the writing sample display some sense of audience?</p> <ul style="list-style-type: none"> Is there an attempt to develop a unique perspective—original, authoritative, and/or interesting (i.e., have some voice)?

NOTE: These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 3–5.

Writing Applications Rubric Grades 3–5

SCORE POINT 3	
A Score Point 3 paper represents a performance that minimally accomplishes the task. Some elements of development, organization, and writing style are weak.	
Ideas and Content	
<p>Does the writing stay somewhat focused?</p> <ul style="list-style-type: none"> • Does it stay minimally focused on topic? (Writer may get distracted; may have a lapse in focus.) • Writing may ramble and/or repeat information. <p>Does the writing sample include some relevant ideas? Does it</p> <ul style="list-style-type: none"> • provide minimal information and not begin to exhaust the possibilities? • provide minimal details, but does not develop details? 	
Organization	
<p>Does the writing have some order? Does it</p> <ul style="list-style-type: none"> • show minimal evidence of logical sequence (e.g., may be missing a beginning, a middle, or an end)? • require the reader to fill in gaps in the sequence? 	
Style	
<p>Does the writing sample exhibit minimal word usage? Does it</p> <ul style="list-style-type: none"> • contain ordinary/common words? • exhibit minimal evidence of word choice? <p>Is the writing mostly readable?</p> <ul style="list-style-type: none"> • Writing may be difficult to follow in some sections. • Writing may be hard to understand; the connection of ideas and information may be unclear. • Does the writing lack sentence variety? <p>Does the writing display little sense of audience?</p> <ul style="list-style-type: none"> • Writing may be repetitive, predictable, and/or dull (i.e., have minimal voice). 	

NOTE: These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 3–5.

Writing Applications Rubric Grades 3–5

SCORE POINT 2
<p>A Score Point 2 paper represents a performance that only partially accomplishes the task. Some responses may exhibit difficulty maintaining a focus. Others may be too brief to provide sufficient development of the topic or evidence of adequate organizational or writing style.</p>
<p>Ideas and Content</p> <p>Does the writing exhibit less than minimal focus?</p> <ul style="list-style-type: none"> • Writer may get distracted or drift away from topic. • Topic may not be developed. <p>Does the writing sample include few relevant ideas?</p> <ul style="list-style-type: none"> • Writing may include unfinished/fragmented ideas. • Writing may include only one or two bits of information.
<p>Organization</p> <p>Does writing have little order? Does it</p> <ul style="list-style-type: none"> • show little evidence of logical sequence (e.g., have no clear beginning, middle, or end)? • have some ideas that may not be related to each other?
<p>Style</p> <p>Does the writing sample exhibit less than minimal word usage? Does it</p> <ul style="list-style-type: none"> • contain ordinary/common words? • show no evidence of attention to word choice? <p>Is the writing hard to read?</p> <ul style="list-style-type: none"> • Reader may have to fill in gaps or guess what the writer was trying to say. • Does the writing lack sentence variety? <p>Does the writing sample display little sense of audience?</p> <ul style="list-style-type: none"> • Text may be flat, lifeless (i.e., have no voice).

NOTE: These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 3–5.

Writing Applications Rubric Grades 3–5

SCORE POINT 1
<p>A Score Point 1 paper represents a performance that fails to accomplish the task. It exhibits considerable difficulty in areas of development, organization, and writing style. The writing is generally either very brief or rambling and repetitive, sometimes resulting in a response that may be difficult to read or comprehend.</p>
<p>Ideas and Content</p> <p>Does the writing have little or no focus on topic?</p> <ul style="list-style-type: none"> Content may convey little meaning. <p>Does the writing sample include almost no relevant ideas and information?</p> <ul style="list-style-type: none"> Writing may contain unfinished ideas. Writing is likely to be brief.
<p>Organization</p> <p>Does writing have little or no order?</p> <ul style="list-style-type: none"> Does it lack the sequence of a beginning, a middle, and an end? Writing may have ideas that are not related to each other.
<p>Style</p> <p>Does the writing sample exhibit less than minimal word usage? Does it</p> <ul style="list-style-type: none"> contain a very limited and simple vocabulary? <p>Is the writing hard to read?</p> <ul style="list-style-type: none"> Is sentence construction frequently incorrect? <p>Does the writing sample display little or no sense of audience?</p> <ul style="list-style-type: none"> Writing may be flat and lifeless (i.e., have no voice).

NOTE: These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 3–5.

Language Conventions Rubric Grades 3–5

In their writing, students will apply the Standard English conventions defined in the Indiana Academic Standards for their grade and all previous grades.

Score	Does writing exhibit a very good command of language skills?
4	<p>In a Score Point 4 paper, there are no errors that impair the flow of communication. Errors that appear will generally be of the first-draft variety; they have a minor impact on the overall communication.</p> <ul style="list-style-type: none"> • Are there few or no errors in beginning capitalization? • Are there few or no errors in capitalization of proper nouns? • Are there few or no errors in ending punctuation? • Are there few or no errors in subject and verb agreement? • Are there few or no errors in the spelling of grade-level-appropriate words? • Does writing have few or no run-on sentences or sentence fragments?
Score	Does writing exhibit an adequate command of language skills?
3	<p>In a Score Point 3 paper, errors are occasional but do not impede the flow of communication; the writer's meaning is not seriously obscured by language errors.</p> <ul style="list-style-type: none"> • Is most beginning capitalization correct? • Are most proper nouns capitalized correctly? • Do most sentences end with correct punctuation? • Do most sentences have correct subject and verb agreement? • Are most grade-level-appropriate words spelled correctly? • Writing may have run-on sentences or sentence fragments.
Score	Does writing exhibit a minimal command of language skills?
2	<p>In a Score Point 2 paper, errors are generally frequent and may cause the reader to stop and reread part of the writing. While some aspects of the writing may be more consistently correct than others, the existing errors do impair communication. With a little extra effort on the reader's part, it is still possible to discern most, if not all, of what the writer is trying to communicate.</p> <ul style="list-style-type: none"> • Is some beginning capitalization correct? • Are some proper nouns capitalized correctly? • Do some sentences end with correct punctuation? • Do some sentences have correct subject and verb agreement? • Are some grade-level-appropriate words spelled correctly? • Writing may have run-on sentences or sentence fragments.
Score	Does writing exhibit a less than minimal command of language skills?
1	<p>In a Score Point 1 paper, errors are serious and numerous; they cause the reader to struggle to discern the writer's meaning. Errors are frequently of a wide variety. There may be sections where it is impossible to ascertain what the writer is attempting to communicate.</p> <ul style="list-style-type: none"> • Are there many errors in beginning capitalization? • Does writing have little or no evidence of capitalization of proper nouns? • Is end punctuation missing or incorrect? • Are there many errors in subject and verb agreement? • Are there many errors in the spelling of grade-level-appropriate words? • Are there run-on sentences or sentence fragments?

NOTE: The elements of this rubric are applied holistically; no element is intended to supersede any other element. The variety and proportion of errors in relation to the length of the writing sample are considered.

These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 3–5.

WRITING PROMPT AND STUDENT ANCHOR PAPERS

The following section contains an overview of the fall 2008 writing prompt. This section also includes transcriptions of student anchor papers that received particular scores based on the Writing Applications and Language Conventions rubrics found on pages 10 through 16 of this guide. Each sample paper is accompanied by an explanation of the score points it received.

Please note that in the sample anchor papers included in the scoring guide, actual names of people are often replaced by initials. Similarly, actual places are often replaced by generic designations (e.g., *Anytown* or *Hometown*).

Writing Prompt
WRITING: Applications/English Language Conventions

Pages 18 and 19 provide an overview of the parts of the writing prompt.

Writing Prompt

The prompt describes what ideas students should include in their writing.

NOTE: In Grade 3, the teacher reads aloud to the students all parts of the prompt, including the Pre-Writing Activity and all directions.

A Place to Visit

Read the information in the box. Then do the writing activity.

Choose a place you would like to visit. Where would you like to go? It could be somewhere in your neighborhood or far away from home. It could be a place that you have heard about, read about, or thought about.

Write a story that describes what this place is like. Explain why you would choose to visit this place. Describe where this place is and what you are going to do there.

Pre-Writing Activity

These are statements or questions that will help the students begin to think about the topic and focus their thoughts on the requirements of the prompt before beginning to write.

Pre-Writing Activity

- Use the boxes on the next page to help plan your writing.
- Be sure your writing has a beginning, a middle, and an end.
- Be sure to include details to make your writing interesting.
- Here are some questions to help you in your writing:
 - ✓ Where would you like to visit?
 - ✓ Why would you choose this place?
 - ✓ Where is this place?
 - ✓ What are you going to do there?
- If you need more paper to plan your writing, ask your teacher.

Plan your writing.

Beginning

Middle

End

Graphic Organizer

Once students have thought about the requirements of the task, the graphic organizer helps organize their ideas logically. **The graphic organizer is not scored.**



Whenever you see this picture, you will be doing a writing activity. Your writing will be scored on how clearly you write and how well you get your ideas across. Your writing will not be scored on your personal opinions. Be sure to check your writing for correct grammar, spelling, punctuation, and capitalization.

NOTE: Only your writing on the lined pages in this book will be scored.

Writing Icon and Editing Checklist

The writing icon and the Editing Checklist remind students to use correct grammar, spelling, punctuation, and capitalization in their writing. **The explanation of the writing icon also indicates to students that their writing will not be scored on their personal opinions.**

Editing Checklist

- 1** Have you started each sentence with a capital letter?
- 2** Have you capitalized names of people and places?
- 3** Have you ended each sentence with the correct punctuation mark?
- 4** Have you spelled all words correctly?
- 5** Does the subject of your sentence agree with the action word (verb)?

Examples: Tom plays at the park.

They play at the park.

- 6** Have you written complete sentences?

Writing Applications

Score Point 6

The following list describes a writing sample (shown on the next page) that earns a **Score Point 6** using the *ISTEP+* Writing Applications Rubric.

This sample

- stays fully focused on the task (i.e., tells a story that describes visiting Paris, France).
- includes thorough and complete ideas relevant to the topic (e.g., *I would die to go to Paris [,] France!; I could picture myself walking down the roads carrying all my 100 pound [100-pound] shopping bags just like an [a] rich moviestar [movie star]*).
- is organized in a clear, chronological order, with a clear beginning, middle, and end to the story (e.g., *Next, I would stop at a fancy pasta place and order cheese sticks, spahghettie [spaghetti], garlic bread, and a [an] ice cold [ice-cold] tea!; Later in that afternoon [,] I would stop at a [an] ice cream parlor called Frizzles*).
- uses a varied and descriptive vocabulary (e.g., *Next [,] I would walk down the block with my 70's hair due [hairdo] and stop at a little shop which was [is] called Lu Lu La La and would go to try things on*).
- is fluent and easy to read.
- contains a variety of sentence patterns, including some complex sentences (e.g., *The next day I said to myself [,] when ["When] I really go to Paris [,] I might have room service! [""]*).
- displays a strong sense of audience and maintains an enthusiastic voice (e.g., *[""] NO THANKS [""] I screamed. Instead [,] I orderd [ordered from] McDondalds [McDonald's]*).

NOTE: A Score Point 6 paper is an outstanding performance and therefore is rare. It consistently demonstrates the characteristics of good writing as outlined in the rubric.

Language Conventions

Score Point 4

The following list describes a writing sample (shown on the next page) that earns a **Score Point 4** using the *ISTEP+* Language Conventions Rubric.

This sample

- has an error in beginning capitalization (e.g., *soon* [Soon]) that may be of the first-draft variety* and no errors in the capitalization of proper nouns.
- has no ending punctuation errors.
- has no subject and verb agreement errors.
- has some spelling errors (e.g., *to* [too], *owful* [awful]).
- has run-on sentences (e.g., *When I got inside the hotel it smelled like cat food the windows were craked it was owful* [When I got inside the hotel, it smelled like cat food. The windows were cracked. It was awful]) but no sentence fragments.

*First-draft errors are those errors that have most likely been made because the student was writing quickly or did not have time to check his or her work. An error is considered to be of the first-draft variety if the student has not repeated the error or made similar errors elsewhere in the response.

NOTE: Grade 3 students are not expected to know all language conventions. They are assessed only on beginning capitalization, capitalization of proper nouns, end punctuation, subject and verb agreement, spelling of grade-level words, and formulation of complete sentences.

Title: PARIS FRANCE!

I would die to go to Paris France! I would like for a long shiny limo to pick me up the ones with big tv's and service! I love cool little shops that I would love to go to Paris, maybe the pasta to! I could picture myself walking down the roads carrying all my 100 pound shopping bags just like an rich moviestar! Next, I would stop at a fancy pasta place and order cheese sticks, spaghettie, garlic bread, and a ice cold tea! soon, I would go to a hair salon and when I went to turn around look in the mirror and my hair looked like something out of the 70's! Next I would walk down the block with my 70's hair due and stop at a little shop which was called Lu Lu La La and would go to try things on. I would always have a little problem the pants would always be enourmous on me!!! Later in that afternoon I would stop at a ice cream parlor called Frizzles. I would order a sundea with sprinkles, Fudge, and wippe cream!! Later it was starting to get dark out. I started heading back to my hotel room. When I got inside the hotel it smelled like cat food the windows were craked it was owful. When I got to front desk the guy H. asked if I ate yet I said no he replied back I got free tuna. NO THANKS I screamed. Instead I orderd McDondalds. The next day I said to myself when I really go to Paris I might have room service!

Writing Applications

Score Point 5

The following list describes a writing sample (shown on the next page) that earns a **Score Point 5** using the *ISTEP+* Writing Applications Rubric.

This sample

- stays focused on the task (i.e., tells a story that describes a trip to visit an aunt in Florida).
- provides some in-depth information (e.g., *Just then my mom said, "kwit [Quit] it you two [,]" coming out of my room with one more soot case [suitcase]. Then she said, "come [Come] on. we [We] are going to Flordia [Florida] to see Aunt A.! ["] I jumped up and down with joy!*) but with fewer details and less development than would be found in a Score Point 6 paper.
- is organized logically and chronologically, with a clear beginning (e.g., *One day I woke up and I went to the living room*), middle, and end to the story (e.g., *But we had a hole [whole] lot of fun [,] even tho [even though] we could not stay a noth [another] night*).
- uses vivid words and phrases, especially in conveying a sense of excitement (e.g., *I said a-oh why did you do that! [I said, "A-oh, why did you do that!"]*; *I jumped up and down with joy!*).
- is fluent and easy to read; uses dialogue effectively.
- contains a variety of sentence structures, including complex sentences (e.g., *Just as I got my hands out of my eyes [,] I saw my mom's soot case [suitcase], my dad's soot case [suitcase], and bady [baby] sister's little bag of cloes [clothes]*).
- displays a strong sense of audience and establishes a good sense of humor (e.g., *When I saw that I said, "you [You] have got to be kiding [kidding] me ["] to myself."* [no quotation mark] *Then I said, [no comma] out loud [,] some body ["Somebody] pich [pinch] me."*).

NOTE: A Score Point 5 paper may have many of the same characteristics as a Score Point 6 paper. The difference between a Score Point 6 paper and a Score Point 5 paper is often the degree of in-depth development and the use of supporting details.

Language Conventions

Score Point 4

The following list describes a writing sample (shown on the next page) that earns a **Score Point 4** using the *ISTEP+* Language Conventions Rubric.

This sample

- has an error in beginning capitalization (e.g., *we [We] are going to Flordia [Florida] to see Aunt A.!*) and no errors in the capitalization of proper nouns.
- has no errors in ending punctuation.
- has no subject and verb agreement errors.
- has many grade-level spelling errors (e.g., *bady [baby], cloes [clothes], plain [plane], fand [found], thire [there]*).
- has no run-on sentences or sentence fragments.

Title: Going on a trip

One day I woke up and I went to the living room. Just as I got my hands out of my eyes I saw my mom's soot case, my dad's soot case, and bady sister's little bag of cloes. When I saw that I said, "you have got to be kiding me to myself." Then I said, out loud some body pich me." My brother went over to me and piched me really, really hard. I said a-oh why did you do that! Then he said you asked me to. I said o-a right. Just then my mom said, "kwit it you two" coming out of my room with one more soot case. Then she said, "come on. we are going to Flordia to see Aunt A.! I jumped up and down with joy! So we packed up our soot cases and put them in our van and we all backled up and drove to the airport with our tickets. Our dad gave the tick to the tick taker and then we got on the plain and fand our seats. Then after awhile we were at Flordia! We got off the plain and got our bags then went to Aunt A.'s house. We knocked on the door and she opened up the door and she was so spristed to see us all thire, and we do all kinds of things like we ate ice cream and helped her cook. But we could only stay one night. But we had a hole lot of fun even tho we could not stay a noth night.

Writing Applications

Score Point 4

The following list describes a writing sample (shown on the next page) that earns a **Score Point 4** using the *ISTEP+* Writing Applications Rubric.

This sample

- stays mostly focused on the task (i.e., tells a story that describes going to the beach).
- provides relevant ideas and information but lists the ideas rather than fully developing them (e.g., *The beach will look beautiful* [beautiful]; *The beach will be fun for my family and me. We can do stuf* [stuff] together).
- generally presents ideas in a logical progression; provides a clear beginning and end to the story.
- uses mostly basic words.
- is easy to read; consists mainly of simple sentences but attempts some sentence variety by using complex sentences (e.g., *I would like to go to the beach because I want to swim, colect seashels and starfishes* [to swim and to collect seashells and starfishes]).
- shows some sense of audience and voice (e.g., *The beach will be fun for my family and me*).

NOTE: A Score Point 4 paper represents a good performance. One factor that differentiates a Score Point 4 paper from Score Point 6 and Score Point 5 papers is the development of ideas and content. A Score Point 4 paper frequently has a list-like quality and does not have the clear organization of the Score Point 6 and Score Point 5 papers.

Language Conventions

Score Point 4

The following list describes a writing sample (shown on the next page) that earns a **Score Point 4** using the *ISTEP+* Language Conventions Rubric.

This sample

- has no errors in beginning capitalization or in the capitalization of proper nouns.
- has no errors in ending punctuation.
- has no subject and verb agreement errors.
- includes some grade-level spelling errors (e.g., *beautiful* [beautiful], *stuf* [stuff]).
- contains no run-on sentences and no sentence fragments.

NOTE: In holistic scoring, the reader gives the paper the score point that best describes the **overall performance**. A Score Point 4 paper may have a few errors; however, the overall performance demonstrates a **very good** command of English skills.

Title: Going To The Beach

I would like to go to the beach because I want to
swim, collect seashells and starfishes. When I am at the
beach I want to make sandcastles too. The beach will look
beautiful. I also want to go to giftshops. I want to dig in
the sand for seashells too. I will have a picnic with my
family too. If we have a picnic we will have sandwiches
and punch or lemonade. The beach will be fun for my
family and me. We can do stuff together. Maybe sometimes
I can go to a beach in Hawaii. I will have fun doing stuff
with My family at the beach.

Writing Applications

Score Point 3

The following list describes a writing sample (shown on the next page) that earns a **Score Point 3** using the *ISTEP+* Writing Applications Rubric.

This sample

- accomplishes the task but stays minimally focused (i.e., tells a story that describes a trip to Holiday World).
- provides minimal information about the events of the trip; lists the activities without any development (e.g., *When I get there [,] I'd ride the roler costers [roller coasters] a hole [whole] bunh [bunch]. I'd eat coten [cotton] candy a lot*).
- progresses in a logical sequence and provides a brief beginning, middle, and end.
- contains some sentence variety (e.g., *But I'd go there beucase [because] I've never been there before*) but mainly uses simple sentence patterns.
- demonstrates minimal evidence of word choice.
- has a good sense of audience (e.g., *Can you guess where were [we're] going?; I'd never forget it!*).

NOTE: The word **minimal** is often associated with a Score Point 3 paper. A Score Point 3 paper, like a Score Point 4 paper, has a list-like quality. However, a Score Point 4 paper provides some detail and in-depth information, while the Score Point 3 paper shows little or no development of ideas.

Language Conventions

Score Point 3

The following list describes a writing sample (shown on the next page) that earns a **Score Point 3** using the *ISTEP+* Language Conventions Rubric.

This sample

- has no errors in beginning capitalization or in the capitalization of proper nouns.
- has correct ending punctuation.
- has correct subject and verb agreement.
- has several spelling errors of grade-level words (e.g., *beucase [because], hole [whole], coten [cotton]*).
- has one run-on sentence (e.g., *My fovrite [favorite] would be swimming [swimming.] I [would] swim all day Long [long]*) but no sentence fragments.

NOTE: In a Score Point 3 paper, errors do not impede the flow of communication; the writer's meaning is not seriously obscured by language conventions errors.

Title: A Trip

Can you guess where were going? Holaday Wold! It'd

take a long time to get there. But I'd go there beucase

I've never been there before. When I get there I'd

ride the roler costers a hole bunh. I'd eat coten candy

a lot. My fovrite would be swiming I swim all day Long.

On the last day I'd buy a lot of svoren ears. I'd never

forget it!

Writing Applications

Score Point 2

The following list describes a writing sample (shown below) that earns a **Score Point 2** using the *ISTEP+* Writing Applications Rubric.

This sample

- less than minimally accomplishes the task (i.e., identifies someone to visit but does not fully describe this person or the trip).
- provides few relevant details (e.g., *threed* [The third] *resons* [reason] *is to see how she is doing*).
- has a brief beginning and an attempt at an ending.
- includes only basic vocabulary.
- uses simple sentence structures.
- displays little sense of audience.

NOTE: The Score Point 2 paper communicates some ideas, but the overall lack of writing skills limits the student's ability to communicate these ideas effectively.

Language Conventions

Score Point 2

The following list describes a writing sample (shown below) that earns a **Score Point 2** using the *ISTEP+* Language Conventions Rubric.

This sample

- has an error in beginning capitalization (e.g., *threed* [The third]) but no errors in the capitalization of proper nouns.
- has an error in ending punctuation (e.g., *And those are the 3 resons* [reasons.]).
- has no errors in subject and verb agreement.
- contains a number of grade-level spelling errors (e.g., *wold* [would], *fore* [for], *resons* [reasons]).
- has no run-on sentences but has a sentence fragment (e.g., *Casu* [Because] *my nany* [nanny] *is very old*).

NOTE: In this typical Score Point 2 paper, errors are frequent. While some aspects of the writing may be more consistently correct than others, the existing errors do impair communication.

Title: _____ my nany,

I wold visit my nany fore three resons. Casu my

nany is very old. The Second reson is she is 80 year's

old. threed resons is to see how she is doing. And

those are the 3 resons

Writing Applications

Score Point 1

The following list describes a writing sample (shown below) that earns a **Score Point 1** using the *ISTEP+* Writing Applications Rubric.

This sample

- attempts some focus on the task (i.e., mentions wanting to go to Hawaii).
- shows little evidence of development.
- offers a very brief beginning (e.g., *I waht* [want] *to go to howey* [Hawaii]) but no clear middle or end.
- contains a limited and simple vocabulary.
- exhibits difficulty in forming complete sentences.
- displays no sense of audience.

NOTE: Score Point 1 is the lowest score point. It is important to note that even at this level the student conveys some meaning. Problems with sentence formation and development of ideas may seriously compromise meaning.

Language Conventions

Score Point 1

The following list describes a writing sample (shown below) that earns a **Score Point 1** using the *ISTEP+* Language Conventions Rubric.

This sample

- has no errors in beginning capitalization but has errors in the capitalization of a proper noun (e.g., *howey* [Hawaii]) and the proper pronoun (e.g., *i* [I], *i'm* [I'm]).
- has no errors in ending punctuation.
- has no errors in subject and verb agreement.
- has several spelling errors of grade-level words (e.g., *waht* [want], *thes* [this], *plas* [place], *becoc* [because]).
- consists of a single run-on sentence.

NOTE: In this typical Score Point 1 paper, errors are frequent and of a wide variety in a brief sample of writing.

Title: _____

I waht to go to howey i would choose thes plas

becoc i wath to choose it but i'm going to play and

the weatter.

INTRODUCTION TO THE MATHEMATICS APPLIED SKILLS SECTION

The applied skills section that students responded to this past fall in Grade 3 allowed the students to demonstrate their understanding of Mathematics in a variety of ways, such as utilizing punchout tools, explaining a solution, drawing a picture, or making a table or graph.

STRUCTURE

The applied skills section for Grade 3 Mathematics appeared in Test 6.

SCORING

Each open-ended question was scored according to its own rubric. A rubric is a description of student performance that clearly articulates the requirements for each of the score points. Scoring rubrics are essential because they ensure that all papers are scored objectively. Each rubric for this administration of the *ISTEP+* Grade 3 Mathematics assessment has a maximum score of two score points.

NOTE: Images of the questions and student work have been reduced to fit the format of this guide. As a result, figures and diagrams in measurement questions will appear smaller in this guide than in the actual test book.

Rubrics are established prior to testing to describe the performance criteria for each score point. The performance criteria determine the number of score points possible for each question. This process ensures that all responses are judged objectively.

1. Students should not be penalized for omitting:

- degree symbols
- dollar signs (\$) or cent signs (¢)
- zeros for place holders; for example, either 0.75 or .750 could be used
- labels for word problems; for example, *miles*

NOTE: Students WILL be penalized for use of incorrect labels.

2. Students should not be penalized for:

- spelling or grammar errors
- using abbreviations; for example, *ft* or *feet* could be used

3. Students should be given credit for:

- entries in the workspace that indicate understanding of a complete process even if the response on the answer line is incorrect (i.e., the student would receive partial credit for questions with rubrics that allow for scoring the work)
- answers not written on the answer line; for example, an answer could be given in the workspace or in the explanation (however, in some cases, because of the multiple calculations in the workspace, placement of an answer on the answer line is necessary to determine which response the student intended). Students WILL be penalized for incorrect answers written on the answer line even if the correct answer appears in the workspace.
- line graphs only if lines connect the points

CONDITION CODES

If a response is unscorable, it is assigned one of the following condition codes:

- A Blank/No response/Refusal
- B Illegible
- C Written predominantly in a language other than English
- D Insufficient response/Copied from text

MATHEMATICS

GRADE 2 INDIANA ACADEMIC STANDARDS

☐ **Number Sense**

Students understand the relationships among numbers, quantities, and place value in whole numbers up to 100. They understand that fractions may refer to parts of a set and parts of a whole.

☐ **Computation**

Students solve simple problems involving addition and subtraction of numbers up to 100.

☐ **Algebra and Functions**

Students model, represent, and interpret number relationships to create and solve problems involving addition and subtraction.

☐ **Geometry**

Students identify and describe the attributes of common shapes in the plane and of common objects in space.

☐ **Measurement**

Students understand how to measure length, temperature, capacity, weight, and time in standard units.

☐ **Problem Solving**

Students make decisions about how to set up a problem. Students solve problems and justify their reasoning.

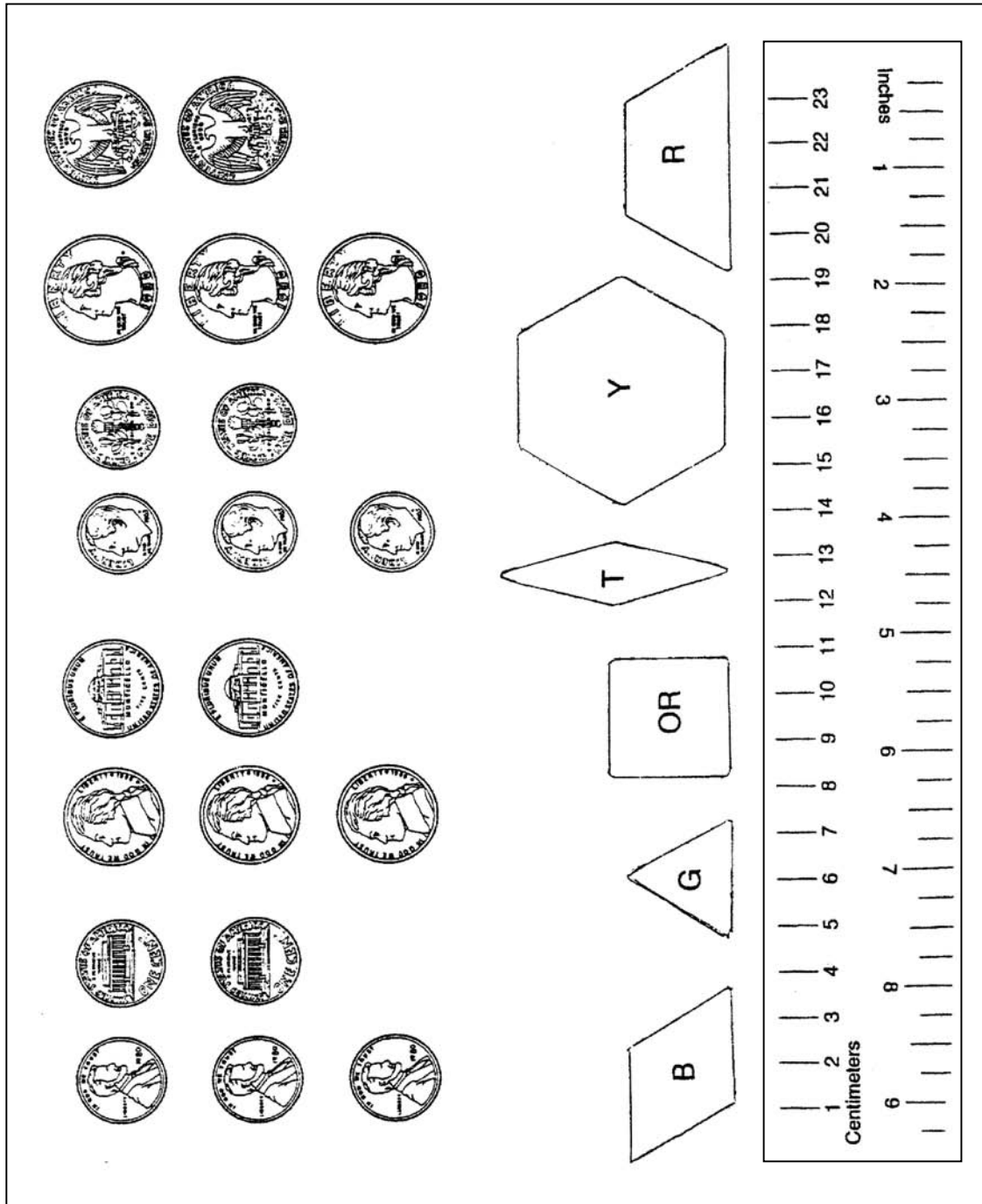
Problem Solving is identified as a Process Skill in the Indiana Academic Standards. To ensure that the *ISTEP+* questions that assess this Process Skill are grade-appropriate and that the questions use skills that are contained in the standards, these questions are developed by including at least two different indicators from Content Skills in addition to the indicator from the Process Skill. Some of the Content Standards included in the Content Skills are Computation, Geometry, and Algebra. The additional indicators may be from the same or different Content Skills.

The Content Skills used for each of the Process Skill questions in the Grade 3 applied skills section are shown in the following chart.

PROCESS SKILL QUESTIONS

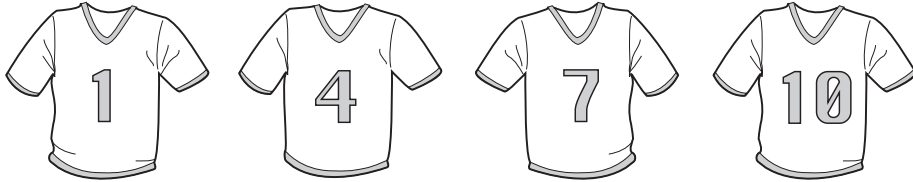
Question	Process Skill	Content Skills <i>Item may map to more than one indicator in a standard.</i>
Test 6		
1	Problem Solving	Number Sense, Algebra and Functions
3	Problem Solving	Number Sense, Measurement
4	Problem Solving	Computation, Algebra and Functions
7	Problem Solving	Number Sense, Measurement
8	Problem Solving	Computation, Measurement

ISTEP+ GRADE 3 MANIPULATIVES



Test 6—Question 1: Problem Solving

- 1** Mr. Arley is putting numbers on the shirts of a soccer team. He starts with number 1 and is following a rule to find the next number in his pattern. The numbers he has put on the shirts so far are shown below.



On the lines below, state what the ninth number in the pattern will be. Explain why this is the right number. In your explanation, be sure to include the rule Mr. Arley used to make his pattern.

Exemplary Response:

- Mr. Arley used the rule to add 3. If you continue the pattern, the numbers on shirts will be 1, 4, 7, 10, 13, 16, 19, 22, 25. The ninth number is 25.

OR

- Other valid explanation

Rubric:

2 points	Exemplary response
1 point	Correctly states the rule used to create the number pattern
	OR
	Correctly identifies ninth number in the pattern based on an invalid rule
0 points	Other

Test 6—Question 1
Score Point 2

This response matches the exemplary response contained in the rubric. The student correctly states the rule “add 3” and continues the pattern to the ninth number. The response receives a Score Point 2.

SCORE POINT 2

- 1** Mr. Arley is putting numbers on the shirts of a soccer team. He starts with number 1 and is following a rule to find the next number in his pattern. The numbers he has put on the shirts so far are shown below.

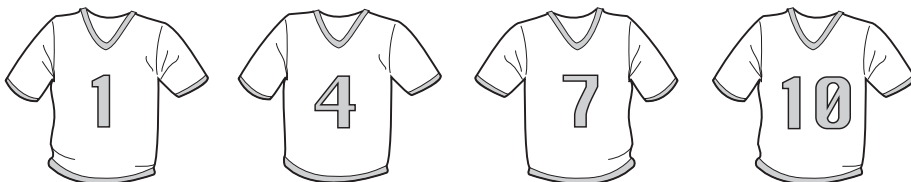


On the lines below, state what the ninth number in the pattern will be. Explain why this is the right number. In your explanation, be sure to include the rule Mr. Arley used to make his pattern.

The 9th number is 25 because it went 1, 4, 7, 10, 13,
16, 19, 22, 25 and thats counting by 3s.

SCORE POINT 1

- 1** Mr. Arley is putting numbers on the shirts of a soccer team. He starts with number 1 and is following a rule to find the next number in his pattern. The numbers he has put on the shirts so far are shown below.



On the lines below, state what the ninth number in the pattern will be. Explain why this is the right number. In your explanation, be sure to include the rule Mr. Arley used to make his pattern.

She added 10 and the ninth number is 25.

Test 6—Question 1 Score Point 1

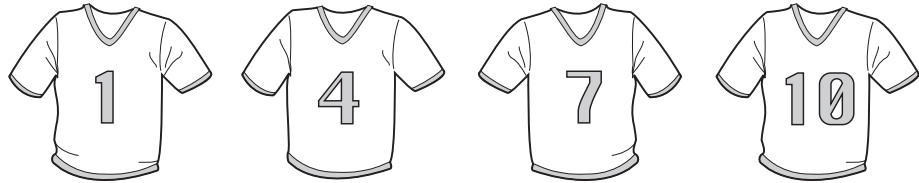
This response shows a correct response for the ninth number in the pattern. However, the student states an incorrect rule, “added 10,” used to make the pattern. Therefore, this response receives a Score Point 1.

Test 6—Question 1
Score Point 0

This response is incorrect. The student states what the next number will be when counting by ones. Therefore, this response receives a Score Point 0.

SCORE POINT 0

- 1** Mr. Arley is putting numbers on the shirts of a soccer team. He starts with number 1 and is following a rule to find the next number in his pattern. The numbers he has put on the shirts so far are shown below.

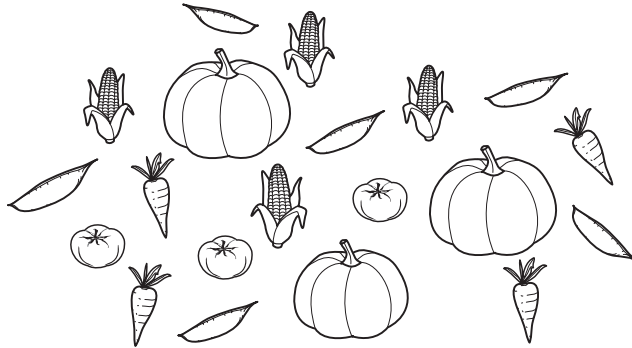


On the lines below, state what the ninth number in the pattern will be. Explain why this is the right number. In your explanation, be sure to include the rule Mr. Arley used to make his pattern.

The next number will be 11. Because he was counting
by 1s.






Test 6—Question 2: Number Sense

- 2** Nadia gathered some pumpkins, corn, tomatoes, beans, and carrots from her garden.








Complete the chart below to show how many of each kind of vegetable Nadia gathered.

Nadia's Vegetables

Vegetable	Number Gathered
Pumpkin 	
Corn 	
Tomato 	
Bean 	
Carrot 	

Exemplary Response:

- Nadia's Vegetables**

Vegetable	Number Gathered
Pumpkin 	3
Corn 	4
Tomato 	3
Bean 	6
Carrot 	4

OR

- Other valid response

Rubric:

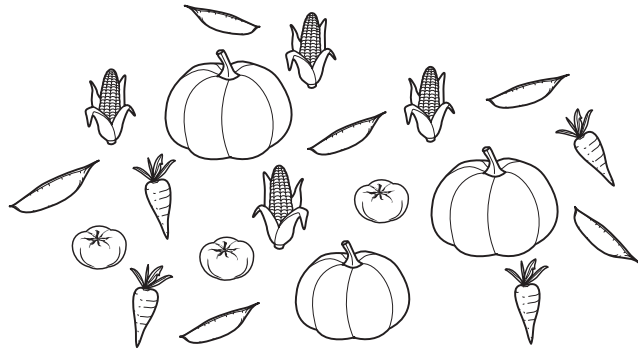
2 points	Exemplary response
1 point	Three or four correct entries in table
0 points	Other

Test 6—Question 2
Score Point 2

This response matches the exemplary response contained in the rubric. The student gives five correct entries in the table. The response receives a Score Point 2.






SCORE POINT 2

2 Nadia gathered some pumpkins, corn, tomatoes, beans, and carrots from her garden.



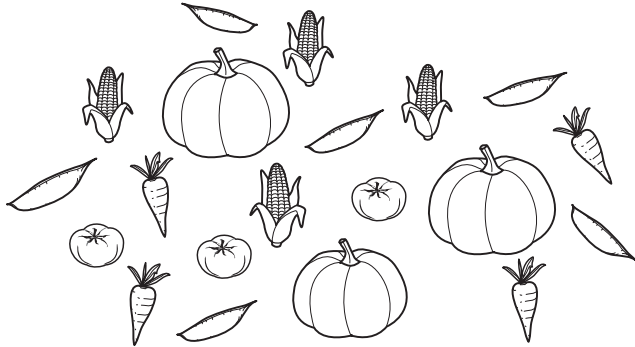
Complete the chart below to show how many of each kind of vegetable Nadia gathered.

Nadia's Vegetables

Vegetable	Number Gathered
Pumpkin 	3
Corn 	4
Tomato 	3
Bean 	6
Carrot 	4






SCORE POINT 1

- 2** Nadia gathered some pumpkins, corn, tomatoes, beans, and carrots from her garden.



Complete the chart below to show how many of each kind of vegetable Nadia gathered.

Nadia's Vegetables

Vegetable	Number Gathered
Pumpkin 	3
Corn 	5
Tomato 	3
Bean 	5
Carrot 	4

Test 6—Question 2 Score Point 1

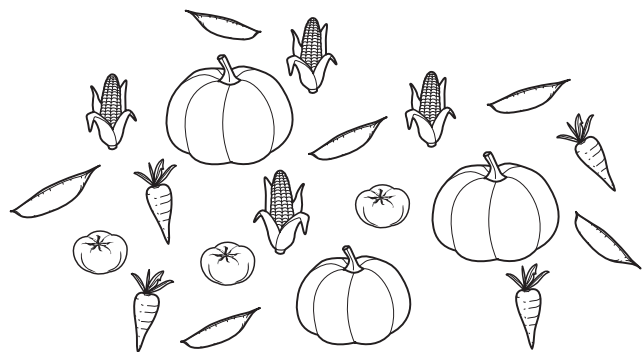
This response shows three correct entries in the table. The entries for corn and bean are incorrect. Therefore, this response receives a Score Point 1.

Test 6—Question 2
Score Point 0

This response shows only one correct entry, the entry for tomato. Therefore, this response receives a Score Point 0.






SCORE POINT 0

2 Nadia gathered some pumpkins, corn, tomatoes, beans, and carrots from her garden.



Complete the chart below to show how many of each kind of vegetable Nadia gathered.

Nadia’s Vegetables

Vegetable	Number Gathered
Pumpkin 	1
Corn 	2
Tomato 	3
Bean 	4
Carrot 	5

Test 6—Question 3: Problem Solving

3



You may use your punchout coins to solve this problem.

Michael has the coins shown below.



Linda has 10 cents less than Michael, but she has 1 more coin than Michael.

What coins does Linda have?

Show All Work

Answer _____, _____,
_____, _____

Exemplary Response:

- dime, nickel, nickel, penny
- AND
- Correct process

Sample Process:

- Michael = 31 cents
 $31 - 10 = 21$ cents
 penny, dime, nickel, nickel
 is 21 cents and one more
 coin than Michael

OR

- Other valid process

Rubric:

- | | |
|-----------------|---|
| 2 points | Exemplary response |
| 1 point | Correct answer only
OR
Correct process;
error in computation |
| 0 points | Other |

Test 6—Question 3
Score Point 2

This response matches the exemplary response contained in the rubric. The student correctly identifies the four coins and shows a correct process. The response receives a Score Point 2.

SCORE POINT 2

3



You may use your punchout coins to solve this problem.

Michael has the coins shown below.



Linda has 10 cents less than Michael, but she has 1 more coin than Michael.

What coins does Linda have?

Show All Work

$$\begin{array}{r}
 \text{Michael's} \\
 \text{money} \quad 25 \\
 +15 \\
 + \quad 1 \\
 \hline
 31
 \end{array}$$

$$\begin{array}{r}
 31 \\
 -10 \\
 \hline
 21
 \end{array}$$

Answer dime, nikel,
nikel, penny

SCORE POINT 1

3



You may use your punchout coins to solve this problem.

Michael has the coins shown below.



Linda has 10 cents less than Michael, but she has 1 more coin than Michael.

What coins does Linda have?

Show All Work

Answer dime, nickel,
nickel, penny

Test 6—Question 3 Score Point 1

This response correctly identifies the four coins. However, no process is shown. Therefore, this response receives a Score Point 1.

Test 6—Question 3
Score Point 0

This response is incorrect. The student shows an invalid process and correctly identifies only two of the four coins. Therefore, this response receives a Score Point 0.

SCORE POINT 0

3



You may use your punchout coins to solve this problem.

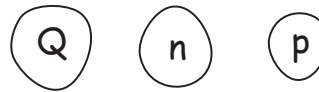
Michael has the coins shown below.



Linda has 10 cents less than Michael, but she has 1 more coin than Michael.

What coins does Linda have?

Show All Work



Answer nikel , Quarter ,
 dime , penne

Test 6—Question 4: Problem Solving

- 4** Look at the number pattern below.

14, 27, 40, 53, . . .

The pattern was made by adding the same number each time.

On the lines below, use the SAME rule to make a new number pattern that starts with 29.

Show All Work

Answer 29, _____, _____, _____

Exemplary Response:

- 42, 55, 68
- AND
- Correct process

Sample Process:

- $27 - 14 = 13$
 $29 + 13 = 42$
 $42 + 13 = 55$
 $55 + 13 = 68$

OR

- Other valid process

NOTE: Award one point for correct answers based on incorrect rule given.

Rubric:

- | | |
|-----------------|---|
| 2 points | Exemplary response |
| 1 point | Correct answer only
OR
Correct process;
error in computation |
| 0 points | Other |

Test 6—Question 4
Score Point 2

This response matches the exemplary response contained in the rubric. The student correctly completes the number pattern and shows a correct process. The response receives a Score Point 2.

SCORE POINT 2

4 Look at the number pattern below.

14, 27, 40, 53, . . .

The pattern was made by adding the same number each time.

On the lines below, use the SAME rule to make a new number pattern that starts with 29.

Show All Work

42	55	¹ 29
<u>+13</u>	<u>+13</u>	<u>+13</u>
55	68	42

Answer 29, 42, 55, 68

SCORE POINT 1

- 4** Look at the number pattern below.

14, 27, 40, 53, . . .

The pattern was made by adding the same number each time.

On the lines below, use the SAME rule to make a new number pattern that starts with 29.

Show All Work

Answer 29, 42, 55, 68

**Test 6—Question 4
Score Point 1**

This response correctly completes the number pattern. However, no process is shown. Therefore, this response receives a Score Point 1.

Test 6—Question 4
Score Point 0

This response is incorrect. The student incorrectly completes the number pattern and shows no process. Therefore, this response receives a Score Point 0.

SCORE POINT 0

4 Look at the number pattern below.

14, 27, 40, 53, . . .


The pattern was made by adding the same number each time.

On the lines below, use the SAME rule to make a new number pattern that starts with 29.

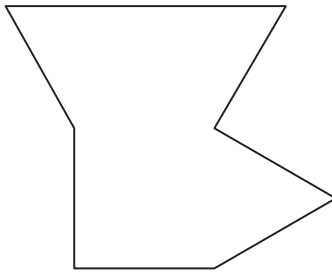
Show All Work

Answer 29, 27, 20, 17

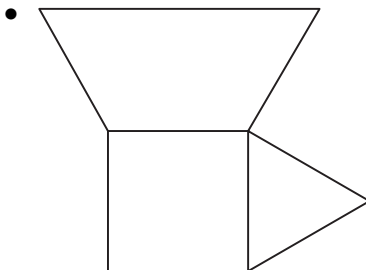
Test 6—Question 5: Geometry

5  Use your punchout shapes to solve this problem.

On the figure below, trace around 3 DIFFERENT punchout shapes to show how to make the figure.



Exemplary Response:



OR


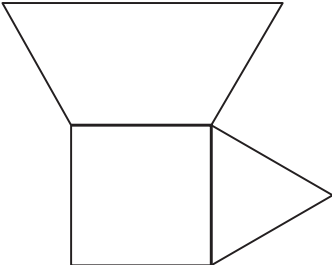
- Other valid drawing

Rubric:

2 points	Exemplary response
1 point	One correct shape shown
0 points	Other


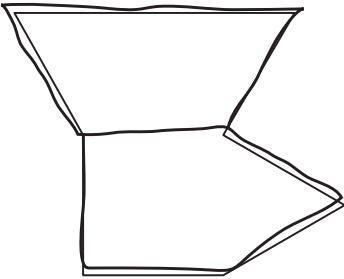
Test 6—Question 5 Score Point 2

This response matches the exemplary response contained in the rubric. The student correctly shows all three shapes used to make the figure. The response receives a Score Point 2.

SCORE POINT 2	
<p>5</p>	<p> Use your punchout shapes to solve this problem.</p> <p>On the figure below, trace around 3 DIFFERENT punchout shapes to show how to make the figure.</p> <div style="text-align: center; margin-top: 20px;">  </div>


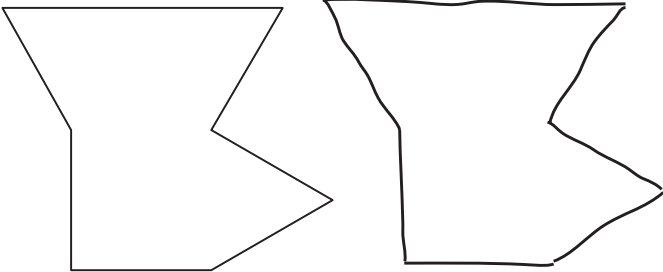
Test 6—Question 5 Score Point 1

This response shows only one of the shapes used to make the figure. Therefore, this response receives a Score Point 1.

SCORE POINT 1	
<p>5</p>	<p> Use your punchout shapes to solve this problem.</p> <p>On the figure below, trace around 3 DIFFERENT punchout shapes to show how to make the figure.</p> <div style="text-align: center; margin-top: 20px;">  </div>

Test 6—Question 5 Score Point 0

This response is incorrect. The student draws the figure without showing any of the shapes used to make the figure. Therefore, this response receives a Score Point 0.

SCORE POINT 0	
<p>5</p>	<p> Use your punchout shapes to solve this problem.</p> <p>On the figure below, trace around 3 DIFFERENT punchout shapes to show how to make the figure.</p> <div style="text-align: center; margin-top: 20px;">  </div>

Test 6—Question 6: Number Sense

- 6** Fill in the spaces below to show 2 DIFFERENT ways of making the number 36.

_____ tens _____ ones

_____ tens _____ ones

Exemplary Response:

- Any two of the following:
 - 3 tens, 6 ones
 - 2 tens, 16 ones
 - 1 ten, 26 ones
 - 0 tens, 36 ones

Rubric:

- | | |
|-----------------|-----------------------|
| 2 points | Exemplary response |
| 1 point | One correct component |
| 0 points | Other |

Test 6—Question 6
Score Point 2

This response matches the exemplary response contained in the rubric. The student correctly shows two different ways to make the number 36. The response receives a Score Point 2.

SCORE POINT 2	
6	Fill in the spaces below to show 2 DIFFERENT ways of making the number 36.
3	tens 6 ones
0	tens 36 ones

Test 6—Question 6
Score Point 1

This response shows only one correct answer. The student incorrectly shows 36 tens as being equivalent to 36. Therefore, this response receives a Score Point 1.

SCORE POINT 1	
6	Fill in the spaces below to show 2 DIFFERENT ways of making the number 36.
3	tens 6 ones
36	tens 0 ones

Test 6—Question 6
Score Point 0

This response is incorrect. The student shows no correct ways to make the number 36. Therefore, this response receives a Score Point 0.

SCORE POINT 0	
6	Fill in the spaces below to show 2 DIFFERENT ways of making the number 36.
33	tens 66 ones
36	tens 63 ones

Test 6—Question 7: Problem Solving

- 7** Ms. Watson timed her students during a gym class. The table below shows how long five students took to finish an activity.

Gym Class Times

Student	Time (in seconds)
Maria	55
Jenny	51
Wanda	62
Rachael	59
Alexa	64

What fraction of the students finished the activity in LESS than 1 minute?

Answer _____

On the lines below, explain how you used the information in the table to find your answer.

Exemplary Response:

- $\frac{3}{5}$

AND

- One minute is 60 seconds, and 3 of the 5 students finished in less than 60 seconds.

OR

- Other valid explanation

NOTE: Award credit for a valid explanation based on an incorrect value on the answer line.

Rubric:

2 points	Exemplary response
1 point	One correct component
0 points	Other

SCORE POINT 2

- 7** Ms. Watson timed her students during a gym class. The table below shows how long five students took to finish an activity.

Gym Class Times

Student	Time (in seconds)
Maria	55
Jenny	51
Wanda	62
Rachael	59
Alexa	64

What fraction of the students finished the activity in LESS than 1 minute?

Answer $\frac{3}{5}$

On the lines below, explain how you used the information in the table to find your answer.

I counted how many students there were and then I
counted how many students were under sixty seconds
and that is how I came up with three out of five.

**Test 6—Question 7
Score Point 2**

This response matches the exemplary response contained in the rubric. The student gives the correct answer of $\frac{3}{5}$ and a valid explanation. The response receives a Score Point 2.

Test 6—Question 7
Score Point 1

This response shows only one correct component. The student gives the correct answer of $\frac{3}{5}$. However, the explanation is invalid because it lacks details. Therefore, this response receives a Score Point 1.

SCORE POINT 1

- 7** Ms. Watson timed her students during a gym class. The table below shows how long five students took to finish an activity.

Gym Class Times

Student	Time (in seconds)
Maria	55
Jenny	51
Wanda	62
Rachael	59
Alexa	64

What fraction of the students finished the activity in LESS than 1 minute?

Answer $\frac{3}{5}$

On the lines below, explain how you used the information in the table to find your answer.

The table tells me how long the kids took to do an
activity in gym class.

SCORE POINT 0

- 7** Ms. Watson timed her students during a gym class. The table below shows how long five students took to finish an activity.

Gym Class Times

Student	Time (in seconds)
Maria	55
Jenny	51
Wanda	62
Rachael	59
Alexa	64

What fraction of the students finished the activity in LESS than 1 minute?

Answer $\frac{4}{5}$

On the lines below, explain how you used the information in the table to find your answer.

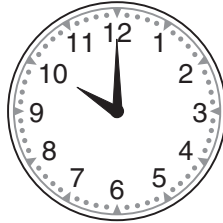
I looked at the seconds.

**Test 6—Question 7
Score Point 0**

This response is incorrect. The student gives an incorrect answer of $\frac{4}{5}$ and an invalid explanation. Therefore, this response receives a Score Point 0.

Test 6—Question 8: Problem Solving

- 8** Karen and Gene are working together to make necklaces. It takes them 1 hour to make a total of 10 necklaces. The clock below shows when they started making necklaces.



If they make a total of 50 necklaces, what time will Karen and Gene finish?

Show All Work

Answer _____

Exemplary Response:

- 3:00
- AND
- Correct process

Sample Process:

- 50 necklaces
10, 20, 30, 40, 50
5 hours
10 to 11, 11 to 12, 12 to 1,
1 to 2, 2 to 3

OR

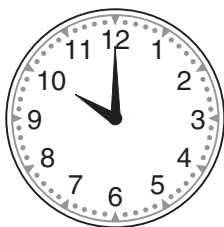
- Other valid process

Rubric:

- | | |
|-----------------|---|
| 2 points | Exemplary response |
| 1 point | Correct answer only |
| | OR |
| | Correct process for determining the amount of time to make 50 necklaces |
| 0 points | Other |

SCORE POINT 2

- 8** Karen and Gene are working together to make necklaces. It takes them 1 hour to make a total of 10 necklaces. The clock below shows when they started making necklaces.



If they make a total of 50 necklaces, what time will Karen and Gene finish?

Show All Work

11:00	12:00	1:00	2:00	3:00
10	20	30	40	50

Answer 3:00

Test 6—Question 8 Score Point 2

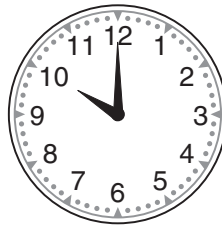
This response matches the exemplary response contained in the rubric. The student gives a correct answer of 3:00 and shows a correct process. The response receives a Score Point 2.

Test 6—Question 8
Score Point 1

This response shows only one correct component. The student shows a correct process for finding the amount of time to make 50 necklaces. However, the student does not give a correct answer on the line. Therefore, this response receives a Score Point 1.

SCORE POINT 1

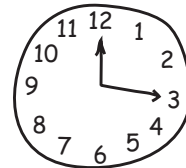
- 8** Karen and Gene are working together to make necklaces. It takes them 1 hour to make a total of 10 necklaces. The clock below shows when they started making necklaces.



If they make a total of 50 necklaces, what time will Karen and Gene finish?

Show All Work

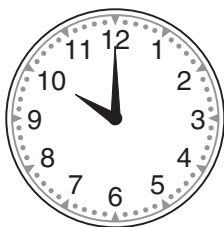
$$\begin{array}{ccccccccc} \text{Hr} & \text{Hr} & \text{Hr} & \text{Hr} & \text{Hr} & & & & \\ 1 & 1 & 1 & 1 & 1 & & & & \\ 10 + 10 + 10 + 10 + 10 = 50 \end{array}$$



Answer 5 Hr

SCORE POINT 0

- 8** Karen and Gene are working together to make necklaces. It takes them 1 hour to make a total of 10 necklaces. The clock below shows when they started making necklaces.



If they make a total of 50 necklaces, what time will Karen and Gene finish?

Show All Work

5, 10, 15, 20,
25, 30, 35, 40
45, 50

Answer 10

**Test 6—Question 8
Score Point 0**

This response is incorrect. The student gives an incorrect answer and shows an invalid process. Therefore, this response receives a Score Point 0.

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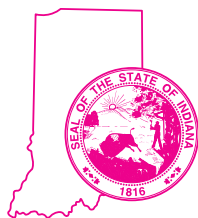
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